

**DIFFICULTIES OF STUDENTS IN ENGLISH AS A MEDIUM, A
SOCIOLINGUISTIC STUDY OF THE GOVERNMENT COLLEGES
IN THE RURAL AREAS OF QUETTA AND ZHOBDIVISIONS OF
BALUCHISTAN**

KHATIMA KHANUM*

DR. FAKHRUL HODA SIDDIQUI**

Abstract

General purpose of the study was to analyze the factors, due to which students of Quetta and ZhoBdivisions of Baluchistan province are facing difficulties regarding English as a medium. The study investigated, the factors which were affecting the student's efficiency regarding English learning. What was the role of the teacher in improving English among rural area's students? How a student was facilitated, to make English easier for him? How trained and qualified teachers use different teaching methods to make English an easier subject for students? All students of the rural areas are not aware of the importance of English in today's world. All students do not have equal opportunities to get education in good English medium schools. The study was expected to provide strategies for the improvement of teaching – learning environment for the subject of English. The study was investigated to benefit the teachers in understanding the important methods of teaching English and importance of the role of the teachers. Role of a teacher regarding English teaching and role of students regarding English learning was highlighted. Most of the students were unaware of the importance of English nowadays. Most of the students were unfamiliar to English linguistic. Many teachers were unaware to the importance of effective English teaching methods. Untrained teachers not only spoil the institutions but its educational setup too. Most of the rural area's students have no base in English.

* Research scholar, Hamdard Institute of Education And Social Sciences (HIESS), Hamdard University Karachi Pakistan

** Assistant professor, Department of Social work, University of Karachi

Introduction

English was introduced in the areas now comprising Pakistan by the domains of power government bureaucracy, judiciary, military, education, commerce, media etc. at the elitist level; it became a preserve of the elite and a means of empowerment. It also became a status symbol marker and a social asset, thus function as a class differentiator. The role of English has become more pronounced in the recent years because the elites of Pakistan especially the armed force and the bureaucracy have appropriated English for themselves contrary to the state's declared policy of curtailing its role and replacing it with Urdu, the national language, as the official language. Rehman (1999).

Educators are concerned that the English language is taught in that country under conditions which are far from being satisfactory. English plays a prominent role in Pakistan as a lingua franca - a common means of communication - besides Urdu and a host of regional languages and numerous dialects - as a global language, and a medium for science and technology. However, it is a fact that despite studying English in schools and colleges for about 6-8 years, students, especially coming from rural backgrounds, are not able to communicate in English with relative ease and success. Even in some areas where students use a regional language as a first language (L1) besides Urdu - and in such areas English becomes a third language (L3) - they lack all the four major linguistic skills - reading, writing, listening, and speaking. Since acquiring a second language is a skill, it should be approached in that light. It is clear that the methods of teaching the English language in Pakistan have not yielded the desired objective, i.e. communicative competence. In this paper, I argue that educators, second language acquisition researchers, and English language teachers in Pakistan must approach teaching English as a Second Language from the perspective of applied linguistics and take the necessary measures to ameliorate the conditions under which English is taught in both rural and urban areas. Rehman (1999).

Focus of the study

In this paper the focus is on the issue of sociological and linguistic problems of the English language in rural areas of Zhob and Quetta. The purpose is to give reader a critical analysis of the English language as a medium of instruction and as a main factor in determining the social and linguistic strata of young generation in these areas. It also purports to highlight the problems

with the policies of government and the responses of the people regarding this medium. It details how this medium has divided and stratified society.

Review of the related literature

The foundation of this research study is based on the opinions/suggestions of well-known research scholars in the field of English. Sabiha (2002) is of the view that Pakistani students, their teachers, parents, and the administrators of universities, have positive attitudes towards English. It goes on to recommend that English should continue to be used as an alternate medium of instruction for government schools still class 12 (Sabiha Mansoor 2002:316). Rehman (1999) gives his view that English would also be the medium of instruction in higher education. These recommendations, if implemented, will not change the power question because only a few urban government schools would be able to use English as a medium of instruction as, indeed, the model schools of Islamabad are already doing. All other schools would be forced to keep using Urdu as they would neither have the teachers nor the texts to use English effectively (Rehman 1999: chapter-4). Mansoor (1993) also found that students have a linguistic hierarchy in mind with English at the top followed by Urdu and with the mother tongue, in this case Punjabi, coming to the bottom. English is associated with informality and intimacy (Mansoor 1993). In recent years; English has become the language of globalization and, therefore, dominates the world. Thus Pakistanis seeking access to the international market also need English. Indeed while state jobs in Pakistan have become accessible for people who have average proficiency in English, the well-paying NGOs, the private educational institutions, the corporate sector and the most fashionable society all need very high proficiency in English. Thus, fifty seven years after independence from British rule, Pakistanis find themselves more in need of English than ever before. It was, and remains, the modernizing Pakistanis' major hope for empowerment as long as the present policies, which favor English remain intact (Hamza Alvai 1987). English is taught as a subject in the vernacular-medium schools either from class-1 or class-6 throughout Pakistan. It is also compulsory in the higher secondary level (classes 11 and 12) and the two year bachelor's level (13 & 14 years of education) However, the level of competence attained is low and students are unable to understand and write, let alone speak, English. English taught through the grammar-translation method. Students memorize a large number of rules without acquiring any real understanding of the language. The students cram lessons, such as essays,

from the guide books and get passing grades without acquiring any real competence in English. Passing percentages in Urdu, and overall passing percentages, are better than in English (Rehman 1991).

Objectives

This work is intended to explore about the socio-linguistic impacts of English as a medium of instruction at educational institutes in Quetta and Zhob division of Baluchistan. Among many purposes to be explored some of the main objectives are given as under:

- (1) To analyze those factors, due to which students of Quetta and Zhob divisions of Baluchistan province are facing difficulties regarding English as a medium of instruction.
- (2) To evaluate and improve the quality of English teaching.
- (3) To find out those factors which affect student's efficiency regarding English. Learning
- (4) To find out facilities to make English easier for rural areas students
- (5) To know how to develop better environment in rural area for learning and teaching English.
- (6) To examine and find out the different skills among teacher that make English subject easier and interesting for rural areas students.

Hypotheses

As most of the quantitative research needs hypotheses to revolve around them. Following hypotheses were developed to be tested.

Hypothesis No1: Due to the lack of qualified teachers, students are weak in English.

Hypothesis No2: Due to the lack of pre-planned syllabi students face difficulties in learning English.

Hypothesis No3: Low income people do not teach their children in English medium schools.

Research Methodology

The study was quantitative in nature. The present study is descriptive because of the nature of the problem. 52 colleges of Quetta and Zhob divisions of Baluchistan province (22 colleges of girls and 30 colleges of boys) has been chosen for the study. Population of universe was 32868 students

of rural areas of Quetta and Zhobdivisions. In this present study the researcher has taken the sample of 384 respondents. Simple random sampling method was used for the selection of sample. Questionnaire was used as a tool to collect the data. Questionnaires were prepared after pilot testing and distributed by personal visit to the institutions of Quetta and Zhobdivisions of Balochistan province. Chi-square test has been used to analyze the data-

Data Analysis

In this paper the data is analyzed in simple tabulation representing. English is the medium of instruction and other information obtained through the questionnaire. The factor on which information is tabulated is including: Respondents qualification level, family members, monthly income and father's occupation, importance of English and role of English etc.

Table-1: Monthly income of the respondent's family

Monthly income	Frequency	Percentage
No income	24	6.25
Up to 10,000	90	23.37
10,001-20,000	121	31.42
20,001-30,000	68	17.66
30,001-40,000	37	9.61
40,001-50,000	25	6.49
Above 5,0000	19	4.93
TOTAL	384	100.00%

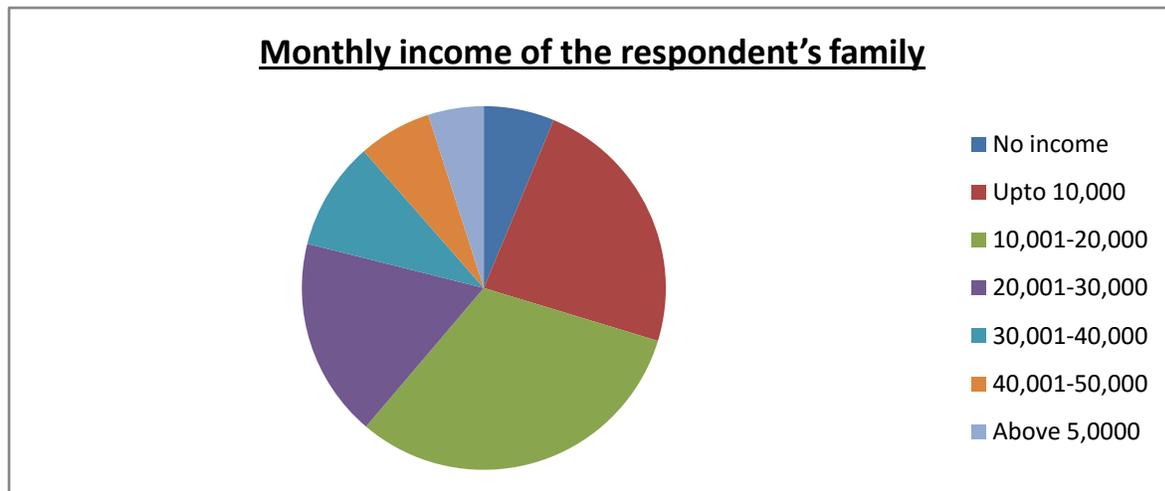


FIGURE 1 MONTHLY INCOME OF THE RESPONDENT'S FAMILY

The above table indicates that the highest numbers of respondents (parents) are those whose monthly income is 10,001-20,000 thousands, which form 31.42% out of 100 % of the total people.

The second highest numbers of respondents are those whose monthly income is upto-10,000 thousands with the percentage of 23.37%.

The third highest numbers of respondents are those whose monthly is 20,001-30,000 thousands with the percentage of 17.66%.

The fourth highest number of respondents have their monthly income upto30,001-40000 thousands with the percentage of 17.66%.

6.49% are those who have no income.

The last highest numbers of respondents are having above 50000thousands with the percentage of 4.93%.

We can say that majority of the respondents have their monthly income up to Rs 20000/= who are 61.20%. Whereas 38.80% have their monthly income more than Rs 20000.

Table-2: An untrained teacher affects student's efficiency regarding English language

Yes/no	Frequency	Percentage
yes	345	89.61
no	39	10.12
total	384	100%

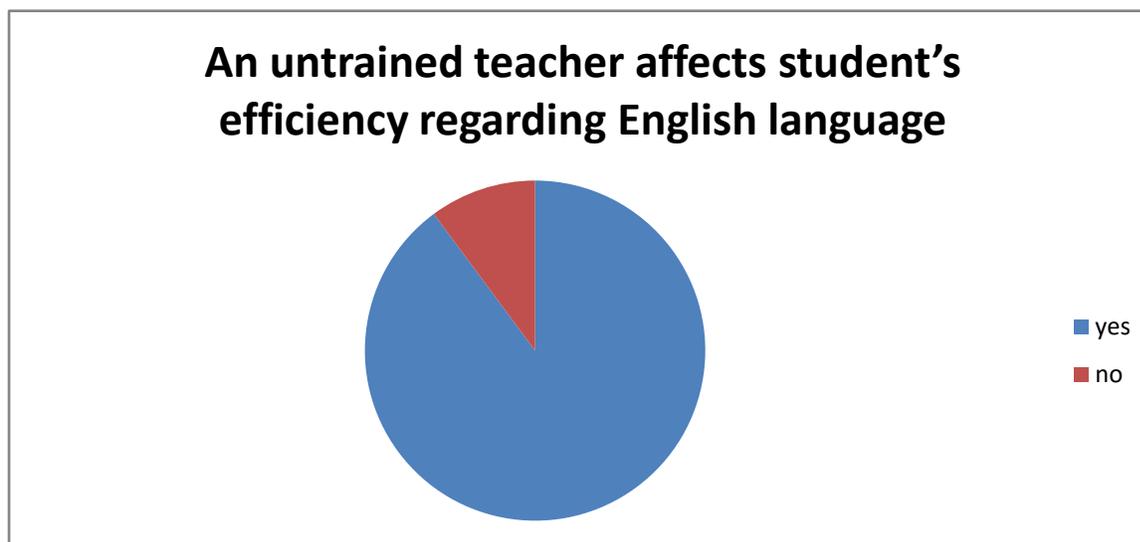


FIGURE 2 AN UNTRAINED TEACHER AFFECTS STUDENT'S EFFICIENCY REGARDING ENGLISH LANGUAGE

This table indicates that the highest numbers of students who agree that an untrained teacher affects student's efficiency regarding English language are 89.61 % out of 100% while less number of the students are not agree with the percentage of 10.12 out of 100%

Table-4: Do you agree that students of Government colleges of the rural areas of Quetta and Zhob divisions are weak in English?

Yes/no	frequency	percentage
yes	361	93.76
no	23	5.97
total	384	100%

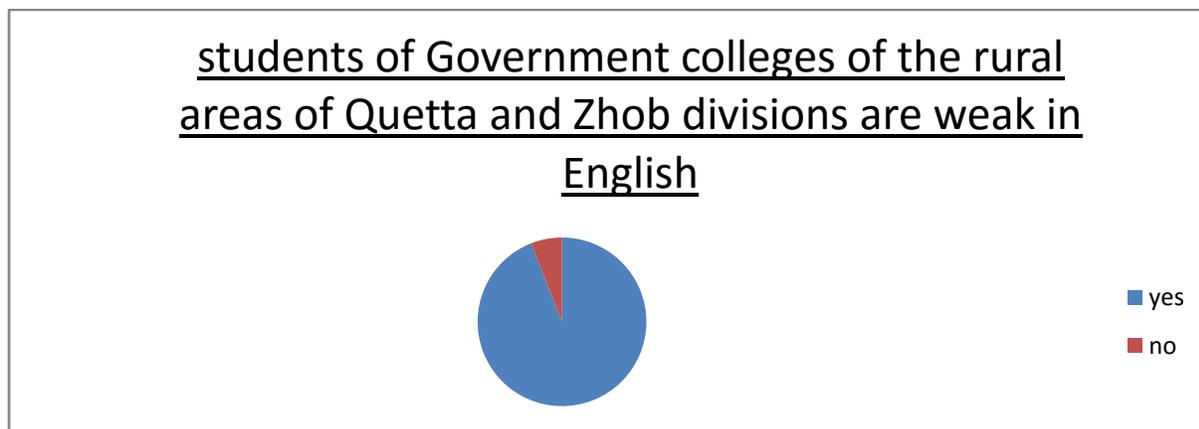


FIGURE 4 DO YOU AGREE THAT STUDENTS OF GOVERNMENT COLLEGES OF THE RURAL AREAS OF QUETTA AND ZHOB DIVISIONS ARE WEAK IN ENGLISH?

This table indicates that the highest number of students who agree that, the students of Government colleges of the rural areas of Quetta and Zhob divisions are weak in English, are 93.76 out of 100%, while less number of students disagree, and makes a percentage of 5.97 out of 100%

Table-5: Do you agree that there are no preplanned syllabi in the Government colleges of the rural areas of Quetta and Zhob divisions?

Yes/no	frequency	percentage
yes	331	85.97
no	53	13.76
total	384	100%

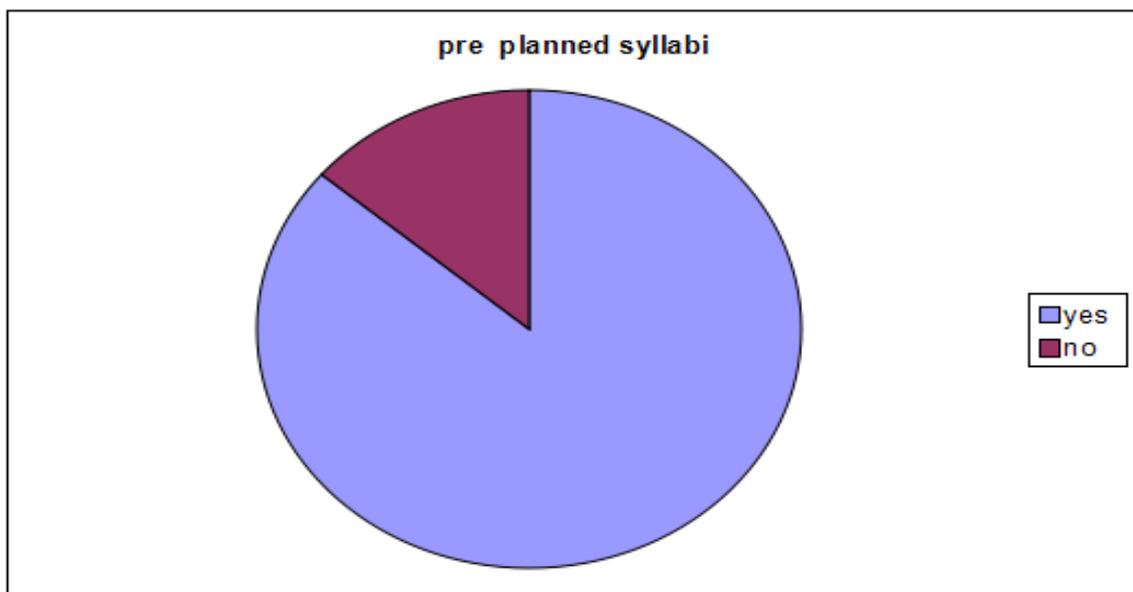


FIGURE 5 DO YOU AGREE THAT THERE ARE NO PREPLANNED SYLLABI IN THE GOVERNMENT COLLEGES OF THE RURAL AREAS OF QUETTA AND ZHOB DIVISIONS?

This table indicates that the highest number of students who agree that there are no preplanned syllabi in the Government colleges of the rural areas of Quetta and Zhob divisions, are 85.97 out of 100%, while those students who disagree makes a percentage of 13.76 out of 100%.

Table-6: Do you agree that our teachers at colleges are well qualified for English teaching?

Yes/no	frequency	percentage
yes	173	45.05
no	211	54.94
total	384	100%

FIGURE 6 DO YOU AGREE THAT OUR TEACHERS AT COLLEGES ARE WELL QUALIFIED FOR ENGLISH TEACHING?

This table indicates that minimum number of students agree that, our teachers at colleges are well qualified for English teaching , are 43.89 out of 100%, while majority of the students disagree ,and makes a percentage of 55.84 out of 100%.

Table-7: Most of the teachers in schools of rural areas are mainly unaware of the importance of effective English teaching process.

Yes/no	frequency	percentage
yes	332	86.23
no	52	13.50
total	384	100%

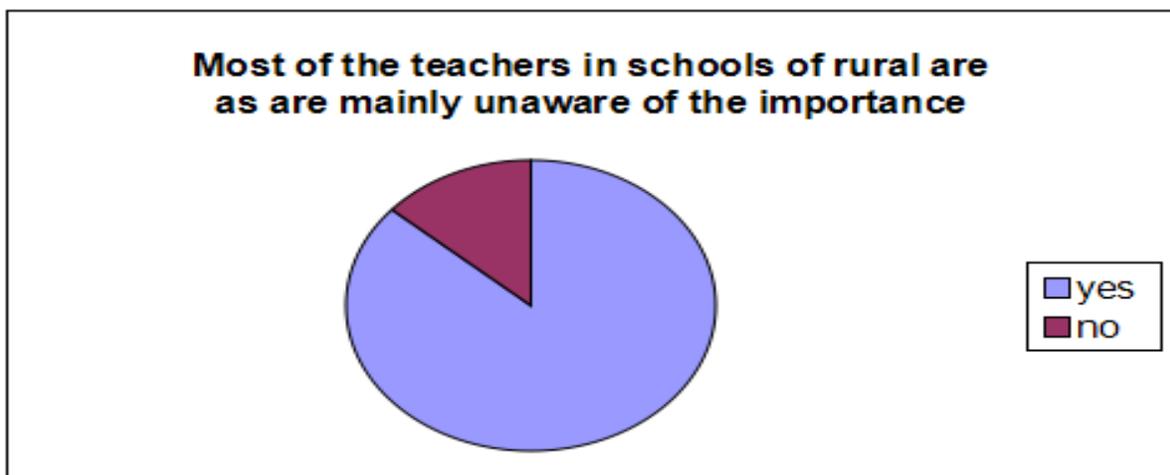


FIGURE 7 MOST OF THE TEACHERS IN SCHOOLS OF RURAL AREAS ARE MAINLY UNAWARE OF THE IMPORTANCE OF EFFECTIVE ENGLISH TEACHING PROCESS.

This table indicates that the highest number of students who agree that, most of the teachers in schools of rural areas are mainly unaware of the importance of effective English teaching process, are 86.23 out of 100%, while less number of students disagree, and makes a percentage of 13.50 out of 100%.

Table-8: Do you agree that the students at government colleges of Quetta and Zhob divisions facing difficulties in English learning

Yes/no	frequency	percentage
yes	358	92.98
no	26	6.75
total	384	100%

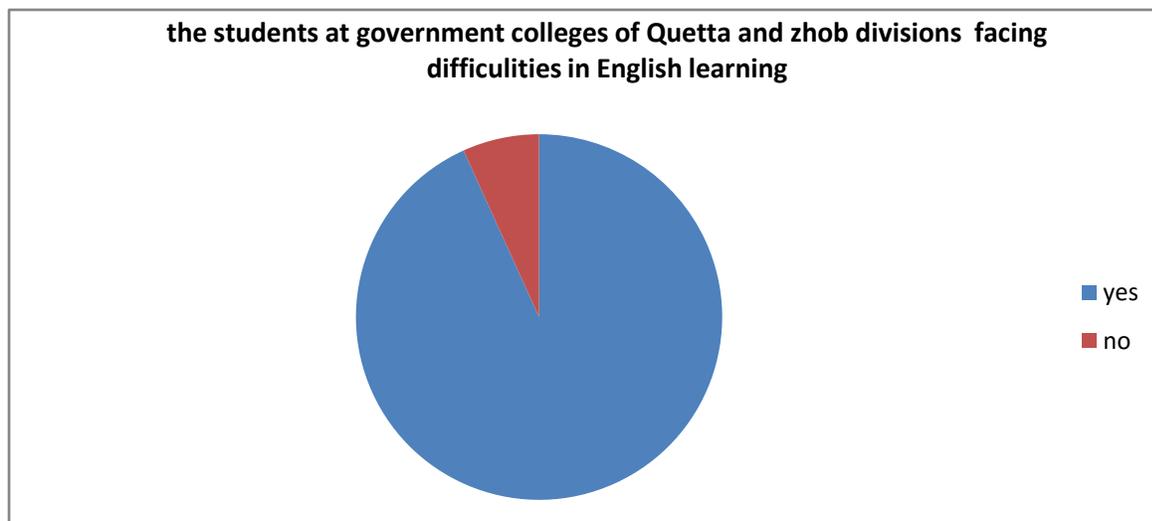


FIGURE 8 DO YOU AGREE THAT THE STUDENTS AT GOVERNMENT COLLEGES OF QUETTA AND ZHOB DIVISIONS FACING DIFFICULTIES IN ENGLISH LEARNING?

This table indicates that the highest number of students who agree that, the students at government colleges of Quetta and Zhob divisions facing difficulties in English learning, are 92.98 out of 100%, while those students who disagree, makes a percentage of 6.75 out of 100%.

Table-9: Do you agree that most of the people of rural areas are poor that's why they cannot give education to their children in private English medium schools.

Yes/no	Frequency	Percentage
yes	286	74.28
no	98	25.45
total	384	100%

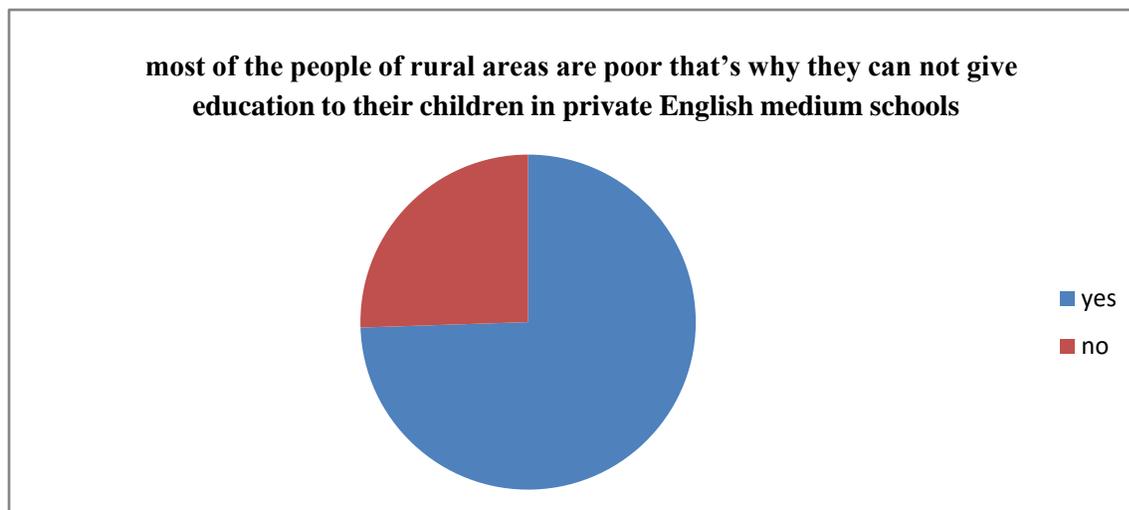


FIGURE 8 DO YOU AGREE THAT MOST OF THE PEOPLE OF RURAL AREAS ARE POOR THAT'S WHY THEY CAN NOT GIVE EDUCATION TO THEIR CHILDREN IN PRIVATE ENGLISH MEDIUM SCHOOLS.

This table indicates that the highest number of students who agree that, most of the people of rural areas are poor that's why they cannot give education to their children in private English medium schools, are 74.28 out of 100%, while those students who disagree, makes a percentage of 25.45 out of 100%.

Hypothesis No. 1

Due to the lack of Qualified Teachers, students are weak in English:

Null Hypothesis

There is no relationship between Qualified Teachers and Students' weakness in English.

Table No. 4-6

Qualified Teachers	Students Weak In English Learning		Total
	Yes	No	
Yes	165 ₁₆₃	8 ₁₀	173
No	196 ₁₉₈	15 ₁₃	211
Total	361	23	384

As $\frac{(f_o - f_e)^2}{f_e}$

$$\frac{(f_o - f_e)^2}{f_e} + \frac{(f_o - f_e)^2}{f_e} + \frac{(f_o - f_e)^2}{f_e} + \frac{(f_o - f_e)^2}{f_e}$$

$$\frac{(165 - 163)^2}{163} + \frac{(8 - 10)^2}{10} + \frac{(196 - 198)^2}{198} + \frac{(15 - 13)^2}{13}$$

$$\frac{(2)^2}{163} + \frac{(-2)^2}{10} + \frac{(-2)^2}{198} + \frac{(2)^2}{13}$$

$$\frac{4}{163} + \frac{4}{10} + \frac{4}{198} + \frac{4}{13}$$

0.0245+0.4000+0.0202+0.3076

The calculated value is = 0.7523

$\chi^2 \propto$ at $(c - 1)(r - 1)$ degree of freedom with 0.05 significance value.

$\chi^2 \propto$ at $(2 - 1)(2 - 1)$ degree of freedom with 0.05 significance value.

$\chi^2 \propto$ at 1x1 degree of freedom with 0.05 significance value.

$\chi^2 \propto$ at 1 degree of freedom with 0.05 significance value.

$\chi^2 \propto$ at 3.481 (tabulated value)

the calculated value 0.7523 is **lesser** than **tabulated** value 3.481. Hence, the hypothesis is rejected and alternate hypothesis is upheld i.e. there is significant relationship between the weakness of students in the English learning and the teachers

The above table indicates the null hypothesis was proved that shows that no relationship exists between students weakness in English and qualified teachers.

Hypothesis No. 2

Due to the **lack of Preplanned Syllabi** students face difficulties in learning English

Null Hypothesis

There is no relationship between Preplanned Syllabi and students' difficulties in English learning

Table No. 5-8

Pre-planned Syllabi	Students 'difficulties in English learning		Total	
	Yes	No		
Yes	313	309	18 ₂₂	331
No.	45	49	8 ₄	53
Total	358	26		384

As $(f_o - f_e)^2$

f_e

$$\frac{(f_o - f_e)^2}{f_e} + \frac{(f_o - f_e)^2}{f_e} + \frac{(f_o - f_e)^2}{f_e} + \frac{(f_o - f_e)^2}{f_e}$$

$$\frac{(313 - 309)^2}{309} + \frac{(18 - 22)^2}{22} + \frac{(45 - 49)^2}{49} + \frac{(8 - 4)^2}{4}$$

$$\frac{(4)^2}{309} + \frac{(-4)^2}{22} + \frac{(-4)^2}{49} + \frac{(4)^2}{4}$$

$$\frac{16}{309} + \frac{16}{22} + \frac{16}{49} + \frac{16}{4}$$

$$0.0517+0.7272+0.3265+4.0$$

The calculated value is = 5.1054

$\chi^2 \propto at(c - 1)(r - 1)$ degree of freedom with 0.05 significance value.

$\chi^2 \propto at(2 - 1)(2 - 1)$ degree of freedom with 0.05 significance value.

$\chi^2 \propto at 1 \times 1$ degree of freedom with 0.05 significance value.

$\chi^2 \propto at 1$ degree of freedom with 0.05 significance value.

$\chi^2 \propto at 3.481$ (tabulated value)

. Here the calculated value 5.1054 is bigger than tabulated value 3.481. Hence, the hypothesis is accepted. there is

The above table indicates that the null hypothesis was disproved that shows the relationship exists between preplanned syllabi and students difficulties in learning English

Hypothesis No. 3

Less income people do not teach their children in English medium schools

Null Hypothesis

There is no relationship between less income and don't teach their children in English medium schools

Table No. 1-9

Less income	Don't teach their children in English medium schools		Total
	Yes	No	
Less income	80 ₈₅	34 ₂₉	114
Better income	206 ₂₀₁	64 ₆₉	270
Total	28698		384

As $(f_o - f_e)^2$

f_e

$$\frac{(f_o - f_e)^2}{f_e} + \frac{(f_o - f_e)^2}{f_e} + \frac{(f_o - f_e)^2}{f_e} + \frac{(f_o - f_e)^2}{f_e}$$

$$\frac{(80 - 85)^2}{85} + \frac{(34 - 29)^2}{29} + \frac{(206 - 201)^2}{201} + \frac{(64 - 69)^2}{69}$$

$$\frac{(-5)^2}{85} + \frac{(5)^2}{29} + \frac{(5)^2}{201} + \frac{(-5)^2}{69}$$

$$\frac{25}{85} + \frac{25}{29} + \frac{25}{201} + \frac{25}{69}$$

$$0.2941 + 0.8620 + 0.1243 + 0.3623$$

$x^2 \propto at(c - 1)(r - 1)$ degree of freedom with 0.05 significance value.

$x^2 \propto at(2 - 1)(2 - 1)$ degree of freedom with 0.05 significance value.

$x^2 \propto at 1 \times 1$ degree of freedom with 0.05 significance value.

$x^2 \propto at 1$ degree of freedom with 0.05 significance value.

$x^2 \propto at 3.481$ (tabulated value)

The calculated value is = 1.6427

$\chi^2\alpha$ at 01 degree of freedom with 0.05 significance value the tabulated value is 3.841

Here the calculated value 1.6427 is lesser than tabulated value 3.841. Hence, the hypothesis is rejected.

The above table indicates the null hypothesis was proved that shows that no relationship exists between less income and parents not educating their children in English medium schools.

Findings

1. Monthly income

- a. We find that majority of the respondents have their monthly income upto Rs20000/- who are 61.20%.
- b. Whereas 38.80% have their monthly income more than Rs 20000

2. An untrained teacher affects student's efficiency

- a. We find that the highest number of students are agree that an untrained teacher affects student's efficiency regarding English language are 89.61 % out of 100% while less number of the students are not agree with the percentage of 10.12 out of 100% .

3. Students of the rural areas of Quetta and Zhob divisions are weak in English

- a. The highest number of students are agree that there should be better environment for learning and teaching English are 91.68 % out of 100%, while less number of students disagree ,and makes a percentage of 8.05 out of 100%.

4. Pre-planned syllabi in the govt. colleges of rural areas of Quetta and Zhob divisions

- a. We find that the highest number of students are agree that, the students of Government colleges of the rural areas of Quetta and Zhob divisions are weak in English, are 93.76 out of 100%, while less number of students disagree, and makes a percentage of 5.97 out of 100%.

5. Teachers at rural areas colleges are well qualified for English teaching

- a. The minimum number of students are agree that, our teachers at colleges are well qualified for English teaching , are 43.89 out of 100%, while majority of the students disagree ,and makes a percentage of 55.84 out of 100%.
- 6.The teachers in colleges of rural areas are mainly unaware of the importance of effective English teaching process.
- a. We find that most of the students are agree that, most of the teachers in schools of rural areas are mainly unaware of the importance of effective English teaching process, are 86.23out of 100%, while less number of students disagree,and makes a percentage of 13.50 out of 100%.
- 7.The students at government colleges of Quetta and Zhob divisions facing difficulties in English learning
- a. We find that the highest number of students ~~are~~ agreed with the statement that, the students at government colleges of Quetta and Zhob divisions facing difficulties in English learning,are 92.98 out of 100%, while those students who disagree,and makes a percentage of 6.75 out of 100%.
- 8.The people of rural areas are poor that's why they cannot give education to their children in private English medium schools
- a. We come to know that the highest number of students are agree that,most of the people of rural areas are poor that's why they cannot give education to their children in private English medium schools, are 74.28 out of 100%, while those students who are disagree , makes a percentage of 25.45 out of 100%.

Conclusion and Recommendations

To conclude, the learning environment in which English is taught in Pakistan is not favorable to teach and learn the English language. kills; moreover the teachers teaching the English language are strictly needed to be trained as well as Courses of English are taught without any specific objectives, to enhance the language skills or writing the efficient pedagogical tools; appropriate textbooks must be designed to teach English as a Second Language which is lacking till to date; language teaching facilities are not equipped with audiovisual aids; and the education system is lacking an observation and feedback mechanism.

It is recommended that the Department of Education in Pakistan seriously consider designing English as a Second Language courses with specific curricular objectives, paying close attention to the proficiency levels of the students; training teachers to ensure that they are well equipped for understanding the complicated process of second language acquisition and for teaching the English language to the Pakistanis; abandoning the Translation Method and incorporating Content based Instruction in language teaching; adopting appropriate textbooks that link theory to application; using audio-visual aids to enhance the vast amount of input and raise the learner's consciousness of the target language; administering tests that accurately gauge the learner's performance behavior; and envisaging a feedback mechanism that allows for professional development in a non-threatening, unobtrusive, and collegial manner.

References

Zubeida Mustafa. The Dawn-November 16, 2005. Debate on Medium of Instruction.

Dr. A.S.B Timurie.ph.D, M.R.A.S(London).2000.A text book of linguistics and phonetics.
Revised and enlarged by Prof.Salim Ahmad Siddiqui.Published by college book depot Urdu bazar Lahore.pg 13,215.

Dr.Rehman, Tariq.2007.Role of English in Pakistan.Quaid-e-Azam university Islamabad.pg1-14.

Dr.Rehman, Tariq.2006.Language policy,Multilingualism and Language vitality in Pakistan.Quaid-e-Azam university Islamabad.pg1-5,11.

A.R.Kemal,MohdIrfan,Noushin Mahmood.2003.Population of Pakistan(an analysis of 1998 population and housing census.Pakistan institute of Development Economics Islamabad,Pakistan.pg80,255-259.

Population of Administrative Units 1951-98. July 2004. Population census Organization Statistics Division Government of Pakistan, Islamabad. pg 39.

Census Report of Balochistan province 1981. December 1984. Population census organization Statistics division Government of Pakistan, Islamabad. pg 15.

District Development Profile 2011. July 18th 2012. **Pishin**. Prepared by planning and Development Department, Government of Balochistan, Quetta (in collaboration with) UNICEF United Nations Children's fund provincial office Balochistan, Quetta. pg 80.

District Development Profile 2011. July 18th 2012. **Chaghai**. Prepared by planning and Development Department, Government of Balochistan, Quetta (in collaboration with) UNICEF United Nations Children's fund provincial office Balochistan, Quetta. pg 75.

District Development Profile 2011. July 18th 2012. **Killa Abdullah**. Prepared by planning and Development Department, Government of Balochistan, Quetta (in collaboration with) UNICEF United Nations Children's fund provincial office Balochistan, Quetta. pg 71.

District Development Profile 2011. July 18th 2012. **Musakhail**. Prepared by planning and Development Department, Government of Balochistan, Quetta (in collaboration with) UNICEF United Nations Children's fund provincial office Balochistan, Quetta. pg 72.

District Development Profile 2011. July 18th 2012. **Barkhan**. Prepared by planning and Development Department, Government of Balochistan, Quetta (in collaboration with) UNICEF United Nations Children's fund provincial office Balochistan, Quetta. pg 74.

District Development Profile 2011. July 18th 2012. **Sherani**. Prepared by planning and Development Department, Government of Balochistan, Quetta (in collaboration with) UNICEF United Nations Children's fund provincial office Balochistan, Quetta. pg 54.

District Development Profile 2011. July 18th 2012. **Killa Saifullah**. Prepared by planning and Development Department, Government of Balochistan, Quetta (in collaboration with) UNICEF United Nations Children's fund provincial office Balochistan, Quetta. pg 77.

District Development Profile 2011. July 18th 2012. **Loralai**. Prepared by planning and Development Department, Government of Balochistan, Quetta (in collaboration with) UNICEF United Nations Children's fund provincial office Balochistan, Quetta. pg 81.

District Development Profile 2011. July 18th 2012. **Quetta**. Prepared by planning and Development Department, Government of Balochistan, Quetta (in collaboration with) UNICEF United Nations Children's fund provincial office Balochistan, Quetta. pg 82.

District Development Profile 2011. July 18th 2012. **Zhob**. Prepared by planning and Development Department, Government of Balochistan, Quetta (in collaboration with) UNICEF United Nations Children's fund provincial office Balochistan, Quetta. pg 81.

www.the freedictionary.com/opportunity

Dr.D.Uma Devi &Dr.P.Adinarayana Reddy.2007.Environmental Education for Rural Population.Discovery publishing House New Delhi-110002.pg34-39,141-146,172-174,178-185,246-256.

S.Kumar,Narendra Kumar.2005.Reflection on educational Theories.Published by J.L.Kumar for Anmol publications pvt,Ltd,printed at Mehra offset press,Delhi.pg81-261.

National Education policy.1998-2010.Govt of Pakistan,Ministry of Education.pg 37-41.

Ahmed Noor Khan.1983.Secondary Education in Pakistan.pg 7-11.

R.A.Farqooq.1994.Education System in Pakistan,Asia society for promotion of innovation and reform in Education Islamabad.pg 9-10,34-35,85-94,113-114.

DR.M.Akhtar khan.1995.Educational Management system in Pakistan,plan implementation and management.AIOU.pg 64-93.

B.R.Satija.1996.Trends in Education.pg 469-480.

Rudyard K.Bent&Adloph Unrah.1969.Secondary school curriculum,D.C Heath and Company,Lexington Massochusetts.pg1-52,79-104 &197-314.

SecondayEducation,school Education in Pakistan.january 1977.ministry of Education(curriculum wing)Govt of Pakistan,Islamabad.pg 16-19,35-44.

Dr.Shaukat Ali Siddiqui.1998.Role of Instructional technology in Curriculum.pg70.

Aslam Abdullah Khan,Director of census.1961.Census of Pakistan Population.vol.3..Published under the Authority of Ministry of Home & Kashmir affairs.Government of Pakistan,Karachi.pg68.

Winston.2002.How to speak.Lecture given at the Derek Bok Centre for teaching and learning,HarvardUniversity,Cambridge,MA,USA.

Mansoor,Sabiha.1993.Punjabi,Urdu,English in Pakistan:A sociolinguistic study.Lahore Vanguard.pg 4-15.

Rehman, Tariq.1999.language policy Language death and vitality in Pakistan.pg1-12.

Sabiha,Mansoor.2002.ph.d thesis “the role of English in higher Education”.pg 5-13,16-20.

Rehman,Tariq.1991.A history of Pakistani Literature in English.Lahore vanguard Books pvt Ltd.pg3-16.

V.V.Khanzode.2001.Resarch methodology,Techniques and trends.APH publishing corporation,New Delhi.

Ranjit,Kumar.1996.Researchmethodology.A step by step guide for beginners.SAGE publications London.pg10,16-74,148-152.

Bruce Curtis and Cate Curtis.2011.A social research a practicle introduction. SAGE publications London.pg 33-35.